

Willerby Carr Lane Primary School



RELIGIOUS EDUCATION POLICY

Introduction

The 1988 Education Reform Act requires that there must be provision for all registered pupils. The RE provided must be non-denominational and must be in accordance with the locally agreed syllabus. This syllabus must reflect the fact that religious traditions in Great Britain are in the main Christian whilst taking into account the teaching and practices of other principal religions in Great Britain.

The following proposals are derived from the “Agreed Syllabus for Religious Education (2011)” which conforms to the requirements of the 1988 Education Reform Act.

The 2002 Education Act section 78(1) states:

“all pupils should follow a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society and prepares pupils for the opportunities, responsibilities and experiences of later life.”

R.E. is a compulsory subject, occupying a unique position, being a component of the basic curriculum to be taught alongside the National Curriculum in maintained schools.

Purpose

Religious Education is a subject which is multi-faceted and can have significant effect upon the religious, social and emotional development of an individual. Its teaching is of great importance and value. At Willerby Carr Lane it is our endeavour to ensure high quality teaching of this curriculum area to all pupils. This school seeks to promote knowledge and understanding of different religions and treat with respect the beliefs and practices of all faiths and cultures. We also believe in helping pupils to reflect on their own values and beliefs. R.E. encourages pupils to explore their own beliefs (whether they are religious or non-religious).....as they examine issues of religion, belief and faith and how these impact on personal, institutional and social ethics, they can express their responses, thereby building resilience to anti-democratic and extremist narrative.

Aims

- To provide children with an insight into the nature of religion, and what it means to be religious.
- To help children to acquire and develop those skills which will enable them to appreciate religious ideas and practices.



- To encourage attitudes of openness, sensitivity and tolerance towards people whose religious beliefs and customs may be different from their own.
- To explore with children the relationship between religion and other areas of experience and knowledge.
- To foster a sense of awe, respect and wonder with relation to the vast range of experiences associated with life and the world around us.
- To value the points of view of others, as well as showing respect for and valuing each other.
- To promote the spiritual, moral, social and cultural development of all children and prepare pupils for the responsibilities and experiences of life.

Objectives

- To develop a knowledge and understanding of the beliefs, practices and institutions of Christianity and at least one other principle religion taken from Judaism, Islam, Sikhism, Buddhism or a non theistic tradition, so called world views. (This can be determined by the religious beliefs of the pupils in the school.)
- To understand and celebrate a wide range of religious festivals, rituals and customs.
- To explore and evaluate how beliefs and values affect the individual's way of life.

Organisation

Religious Education should be taught mainly as a discrete subject, although there may be times when a Religious Education component may be clearly identified within another subject area. It is recommended R.E. be afforded 60 minutes a week for all children of National Curriculum age. At times this can be blocked within a half-term.

At present, from Years 1-6 a weekly lesson for an hour takes place. There is no requirement for a formal hour at Foundation Stage as an integrated approach is preferred. At this stage the expectation is that where there is opportunity awareness is built in. A more formal hour may be developed with children who have reached the age of five if this is thought to be the most appropriate way of delivering the curriculum at this point.

Planning and Progression

Effective R.E. requires whole school planning with a need to ensure continuity and progression of knowledge, understanding, concepts, skills and attitudes. Liaison between year groups and key stages is essential. We recognise that maintaining high standards in R.E. requires both sound subject knowledge by the teacher and also the application of a range of strategies to inform teaching.

Planning for Religious Education is the responsibility of the class teachers or HLTAs who deliver the subject. The Agreed Syllabus provides the school with a long-term plan and medium-term plans and are used as the basis for all planned work. Progression is built into the Termly Plans. Members of staff who deliver the R.E. curriculum use these plans in order to produce short-term plans. These will be informed by the identification of the abilities and needs of the particular pupils involved. Provision is made for children working at all levels of attainment and this differentiation should be outlined in the short-term plans. Teachers may acquire the advice and assistance of the co-ordinators if so required.

At present Religious Education is delivered through the school by teachers in Foundation and Year 2 and two HLTAs in all other year groups. All work is planned in accordance with the 2011 East Riding Agreed RE Syllabus. At Key Stage One over half of the content taught concerns the Christian Faith. The other major religion given detailed consideration is Judaism. Key Stage Two children continue studying both of these plus Islam. Further religious traditions can be approached to a lesser degree when appropriate. For the festivals of



Christmas and Easter reference to separate plans in the Syllabus should be made. These are implemented during December and the few weeks leading up to Easter.

The school has adopted the R.E. Learning Cycle Method of teaching demonstrated in the Exemplar Units of Learning.

There are six Fields of Enquiry running through the Key stages, progressively building up the core concepts, skills and attitudes of Religious Education. They are:-

- Beliefs, teachings and sources
- Practices and ways of life
- Expressing Meaning
- Identity, diversity and belonging
- Meaning, purpose and truth
- Values and Commitments

Activities in the classroom will be varied to cater for different learning styles. As far as possible children are provided with practical, first hand experiences. They study the religions through visits, guest speakers, use of artefacts and observation of places of worship. Secondary resources such as books, DVDs and the internet should also be accessed in order to provide children with further knowledge to develop and heighten their religious understanding.

Inclusive language (“We believe...”) should be avoided in favour of a more open approach e.g. Some Christians believe..... Some people believe....etc....

Cross curricular links are to be encouraged. In particular links are made with literacy, music, drama, art, PSHCE and ICT. Also links are encouraged with history and geography.

Resources

A wide range of resources are necessary for this subject. They need to be varied to ensure various approaches in delivering the curriculum. Resources are stored centrally in the Resources Room. It is the responsibility of all staff to care for these resources appropriately and return them to their correct place where they are kept after use. The R.E. co-ordinators are responsible for overseeing these and keeping up to date with new resources in this subject.

Godly Play

The school is committed to the use of this powerful tool as a way of telling Bible stories and developing spirituality. Each year group delivers one or more of these stories in this way. Godly Play is a way of creating time and space for children to be, not just to do and is about process rather than product. The school has invested in resources to deliver the stories and staff are encouraged to use the published scripts.

S.E.N

All pupils have access to the R.E. curriculum, subject to differentiation according to their individual needs and in accordance with the S.E.N Code of Practice 2014.

Role of the R.E. Co-ordinator

- Implement the East Riding Syllabus 2011
- Update Senior Management and staff of any new developments or issues in the subject.
- Support and liaise with colleagues about the delivery of the curriculum.
- Liaise with other curriculum co-ordinators.
- Monitor and evaluate progression of learning.
- Ensure planning is progressive, informative and cross-curricular.



- Demonstrate good practice, commitment and enthusiasm.
- Monitor the resource bank and ensure there are adequate resources.
- Attend relevant courses and arrange in-house training for staff.
- Advise on assessment and recording for R.E.
- Write and review curriculum policies in consultation with other staff and appropriate outside agencies.
- Talk to Governors about R.E. policy and issues directly related to the subject.

Assessment

Teachers and HLTAs should try to ensure that as much emphasis is given to AT2 as is given to the factual elements of AT1.

AT1- Learning about Religion - The development and knowledge and understanding of the beliefs and practices of Christianity and other principal religions and non-theistic traditions represented in Great Britain.

AT2 – Learning from Religion- The development of the abilities to reflect upon, respond to and evaluate ideas and experiences of life and of religion which may contribute to the development of young people's personal beliefs and values. Religious Education should be taught through a wide variety of methods. Regular opportunities should be provided for the pupils to express and discuss their own views and beliefs, and to listen to the views of others.

Assessment should be an integral part of the teaching and learning activities. The teacher's observations together with regular routine, small-scale assessment tasks should be given to monitor pupils' progress and the teaching and learning strategies employed. These can be done in the form of a short oral summary or small task in the first or last lesson of a particular termly unit. Each teacher/HLTA assesses a child using the Levels of Attainment prescribed by the East Riding Syllabus. School Policy dictates that in the Summer Term each child be awarded a level regarding AT 1.

Evidence of children's religious work, development and understanding can include photos of visits, speakers, display work and recorded work. Samples of work are regularly discussed by the RE Team to look at standards and for moderation purposes.

Attainment in RE is reported annually to parents on their child's report.

Rights of Withdrawal

All parents have the right to withdraw their children from Religious Education sessions if they wish to do so, and teachers (including Head Teachers) have the right to refuse to teach RE as outlined in the Education Reform Act 1988. Application for withdrawal should be made to the Head Teacher in writing, although it would be preferable to discuss this issue with the Head before making this decision. This right is made clear in our School Prospectus to parents and carers.

